

Madison Central School District  
RTI/AIS plan  
2016 - 2017

# MADISON CENTRAL SCHOOLS

## RTI/AIS

Established 2014-2015

### **Introduction-Background Information**

The Madison Central School District's Academic Intervention Services plan was developed to meet the requirements of Section 100.2(ee) revisions to the Commissioner's Regulations requiring school districts to provide Academic Intervention Services (AIS) to students who score below designated performance levels on the NYS Common Core Standards. With the introduction of Response to Intervention (RTI), the district has chosen to integrate this philosophy with the AIS requirements in order to provide for all students. Substantial time is required for staff development, designing data systems, and to develop and implement a wide variety of interventions. This document is a work in progress subject to revision as needed.

### **Definition**

Our district is implementing the Response to Intervention (RTI) model in. RTI focuses on curriculum-based screening, skill deficit identification, targeted strategies, a variety of evidence based interventions, and frequent progress monitoring. RTI is the framework identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), as an intervention approach in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

The skill-specific interventions provided through RTI are Tier 2 and 3 interventions designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. RTI provides additional academic instruction that supplements the general curriculum (core program) to improve academic performance.

The plan must include:

- Entrance criteria and provisions of services
- Range of supports available in a multi-tiered model
- Parent involvement notification
- Intensity and progress monitoring documentation

Since both time and RTI staff are finite resources, a unique blend of RTI support and scheduling may be required when multiple interventions are indicated. Designated stakeholders at each school will assist in recommending RTI interventions. Implementation will be directed by the school's principal and will occur within our staffing resources. RTI Services will:

- Provide targeted skill interventions to supplement classroom curriculum and instruction
- Employ direct, systematic, and explicit supports in the area of need

### **Eligibility**

RTI services are provided for academic instruction and other related fundamental support needs that may impact student performance (language, attendance, health issue, counseling, behavior, etc.). Criteria are established in each area to identify students who need services. The criteria are

based on multiple measures of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed. The building principal, teachers, and instructional support team (IST) personnel will work together to determine the appropriate frequency and intensity of intervention service. Evaluation of a student's strengths and needs is necessary to make appropriate recommendations to classroom teachers and support personnel. Specific circumstances automatically consider a student for RTI services:

- Students who score below the designated performance levels on NYS Assessments or two or more measures
- Students at risk of not meeting the state standards as indicated through district adopted or approved procedures
- LEP/ELL (Limited English Proficient/English Language Learner) students who do not achieve the CR Part 154 standards

### **District Support Services**

We provide a wide variety of resources to support the academic, social/emotional, and behavioral needs of our students. The following list identifies some of the key support personnel that may be utilized for AIS supports:

- Support Personnel
- Administration
- Coaches
- Counselors
- Nurses
- Occupational Therapists
- Physical Therapists
- School Psychologists
- RTI Providers
- Special and General Education Teachers
- Speech/Language Therapists
- Tutors
- Mentors

### **District Procedures for Academic and Support Services K-12**

The RTI plan outlines the multi-tiered process for identifying and supporting students in grades K-12. This plan assures that multiple measures of assessment and other sources of evidence will be used in the identification of students to be served. These sources may include but are not limited to: student records, report cards, classroom participation, student work, diagnostic assessment, parent referrals, NYS assessments, curriculum based measures, teacher and IST recommendations. All decisions will be based on data provided at each level.

#### **Procedures include using the following as a basis for all decisions:**

1. Data on behavior challenges
2. Data on specific skill weaknesses

3. Criteria for entering RTI
4. Tiered level of supports
5. Frequency, intensity, and duration of service
6. Procedures for parent notification

**The goal of the RTI model is to provide early intervention when students first experience academic or behavioral difficulties, with the ultimate goal of improving the achievement of all students.** In addition to the preventive services, this approach may be provided to at-risk students early on in their academic career.

### **Parent Involvement and Notification**

The State Education Department requires that parents be notified in writing when RTI support is implemented for their child. The notification must include:

- Summary of the service(s) to be provided
- Reason for the RTI support
- On-going communication with the parents when RTI support is being provided
- The specific mandates are that parents be provided:
  - Quarterly progress reports
  - Opportunities for a parent conference (or other consultation) once each semester when requested
  - Communication including suggestions for working with the student at home
  - Notification when RTI support is dismissed
  - Specific assessments used to determine the student's level of performance

Parents may obtain information on strategies they can use to support their child's learning by working with their child, monitoring their child's progress, and working collaboratively with staff members providing interventions.

### **RTI: Change of Intensity**

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided at each tier. Students with the greatest need would receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with the least intensive needs might only require monitoring. Decisions regarding service intensity will be determined by the designated stakeholders in each building.

### **Exit Criteria**

A student may be dismissed from AIS when the student is proficient on a NYS assessment or any combination of the following:

- Locally administered standardized testing is proficient

- Student has successfully maintained targeted behavior
- Successful implementation of behavioral intervention plan that can be supported by classroom teacher/parent
- Designated stakeholders recommend dismissal from service

### **Relationship of RTI and Special Education**

RTI supports are considered general education interventions. As a result, RTI services should not be included in a student's IEP or 504 Plan. The CSE cannot recommend that a student with a disability receive RTI. Special education teachers and related service staff may provide RTI support when such services are in addition to any special education interventions that are listed on the student's IEP or 504 Plan. The specific manner in which RTI support will be provided to a student with an IEP or 504 Plan will be determined by the designated stakeholders in each building.

### **Provision of RTI Services**

A full range of AIS supports will be used to assist all students who are not proficient on NYS assessments. All support services will be delivered by highly qualified staff as determined by section 100.2(0) of the Commissioner's Regulations. When available RTI in our district may include the following:

- Interventions during the regular school day
- Summer school program /summer instruction
- Before/after school instruction

### **Individual Deficit Identification Sources (include but are not limited to)**

- Universal Screening Team / Curriculum Based measurement data
- Error analysis of student assessment (COGNOS, Data Warehouse, Gap analysis)
- New entrant screening
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Data from patterns of student performance
- Disciplinary referrals
- Records of absences
- Tardy patterns
- Number of time outs/removals
- History of documentation of behavioral issues

Note: All students are eligible for all tiers based on need and present levels of performance. Students who presently receive special education or

Tier 1	Program Description	Provider/ Case Manager	Entrance Criteria for Tier 1 Interventions	Frequency/ Structures	Strategies	Assessments	Outcome
<p>Research based instruction in the general education setting</p> <p>Approximately 80% of all students should make adequate progress at the Tier 1 level</p>	<p>Tier 1 is designed to successfully provide research based instruction to all students</p> <ol style="list-style-type: none"> <li>1. Students receive high quality differentiated instruction in the general education setting</li> <li>2. General education instruction is research based</li> <li>3. General education instructors and staff assume an active role in the student's assessment of the curriculum</li> <li>4. School staff conduct universal screenings of academic areas</li> </ol>	<p>Highly qualified general education teacher</p>	<p>All students in general education</p>	<p>In general education setting</p> <p>Flexible groupings</p>	<p>Small groups based on instructional skill level within the general education classroom</p> <p>Standards and scientifically based instruction</p> <p>Peer support</p> <p>Differentiated instruction</p> <p>Instructional/environmental accommodations</p> <p>Instructional modifications</p> <p>Classroom management plan</p> <ul style="list-style-type: none"> <li>• Supplemental management strategies</li> </ul>	<p>Assessment of skills to determine skill deficits</p> <ul style="list-style-type: none"> <li>• Benchmark testing</li> <li>• Universal screening</li> <li>• Daily assessments, quizzes, tests</li> <li>• Assessment of skill deficit</li> <li>• Running records</li> <li>• Quarterly reports to parents</li> <li>• Teacher observation</li> <li>• Documentation of management strategies</li> </ul>	<p>Student has made adequate progress</p> <p>Student moves referred to IST</p>

Tier 2	Program Description	Service Provider/ Case Manager	Entrance Criteria for Tier 2 Interventions	Frequency/ Structures	Interventions	Progress Monitoring	Outcome
<p>Intervention and support within or outside general education classroom</p> <p>Will provide for increasing duration and frequency of interventions</p> <p>Approximately 5% -15% of all students do not respond to Tier 1 instruction and therefore require a higher level of support that is provided at Tier 2</p>	<p>Tier 2 is designed to successfully provide for the instructional and behavioral needs of students by providing supplemental instruction</p> <ol style="list-style-type: none"> <li>1. Identification of specific skill deficits</li> <li>2. Interventions address students specific skill deficits</li> <li>3. Implementation of specific research-based interventions</li> <li>4. Documentation of continuous progress monitoring</li> </ol>	<p>Highly qualified general education teacher</p> <p>RTI teachers</p> <p>Content area specialists</p> <p>Counselors</p> <p>Administrators</p> <p>School psychologists</p> <p>Speech language therapists</p> <p>Nurses</p> <p>Coaches</p> <p>Teacher's assistants</p> <p>Tutors</p> <p>Mentors</p>	<p>Students who have not been successful with Tier 1 research based instruction as evidenced by lack of adequate progress in identified skill area(s) or deficit(s) based on:</p> <ul style="list-style-type: none"> <li>• Level 1 or 2 on NYS ELA/Math assessments</li> <li>• Tier 1 assessments</li> <li>• Other</li> </ul>	<p>Targeted interventions that occur in general education setting or an alternate setting</p> <p>Flexible homogeneous small groups based on specific skill deficits</p> <p>Small targeted groups</p>	<p>Targeted instruction provided through RTI services or recommendations from IST.</p> <p>Other strategies:</p> <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Technology based supports</li> <li>• Mentor</li> <li>• Peer tutoring</li> <li>• Pre-teaching/ accelerated instruction</li> <li>• Organizational skills</li> <li>• Monitoring of students</li> <li>• Behavior plans</li> <li>• Summer programs</li> </ul>	<p>Continuous documentation of progress monitoring.</p> <p>Quarterly reports to parents</p>	<p>Student moves to Tier 1 with continued classroom monitoring</p> <p>Student remains in Tier 2 with same/ alternate interventions</p> <p>Student becomes eligible for Tier 3 based on lack of adequate progress</p>

Tier 3	Program Description	Provider/ Case Manager	Entrance Criteria for Tier 3 Interventions	Frequency/ Structures	Interventions	Progress Monitoring	Outcome
<p>Intensified intervention and support within or outside general education classroom</p> <p>Approximately 1% - 5% of all students do not respond to Tier 1 and Tier 2 instruction and therefore require a higher level of support that is provided by Tier 3</p>	<p>Tier 3 is comprised of supplemental, skill specific small group programs, strategies and procedures that are more intensive than Tier 2. Tier 3 provides:</p> <ol style="list-style-type: none"> <li>1. Increased time for interventions</li> <li>2. Smaller group size</li> <li>3. Documentation of continuous weekly progress monitoring</li> </ol>	<p>Highly qualified general education teacher</p> <p>RTI teachers</p> <p>Content area specialists</p> <p>Counselors</p> <p>Administrators</p> <p>School psychologists</p> <p>Speech language therapists</p> <p>Nurses</p> <p>Coaches</p> <p>Teacher's assistants</p>	<p>Students who have not been successful with Tier 2 interventions</p>	<p>Targeted interventions that occur in general education setting or an alternate setting for specific skill instruction</p> <p>Flexible, homogeneous small groups based on skill specific deficits</p> <p>Targeted small groups for a minimum of 30 minutes 3 –5 times a week</p>	<p>Intensive skill intervention provided through RTI services or recommendations from IST.</p> <p>Other strategies:</p> <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Technology based supports</li> <li>• Mentor/advisor</li> <li>• Peer tutoring</li> <li>• Study clubs</li> <li>• Pre-teaching/ accelerated instruction</li> <li>• Organizational skills</li> <li>• Monitoring of students</li> <li>• Behavior plans</li> <li>• Summer programs</li> </ul>	<p>Continuous documentation of progress monitoring.</p> <p>Quarterly reports to parents</p>	<p>Student has made adequate progress in skill deficit areas: consider movement to Tier 2 interventions</p> <p>Student remains in Tier 3 with same/alternate intervention</p> <p>Insufficient progress : consider CSE referral or other alternatives</p>